



LGBTQ - Inclusion in primary schools; Tackling HBT (homophobic, biphobic and transphobic) bullying





PRIMARY SCHOOL RESEARCH

The Teacher's Report 2014



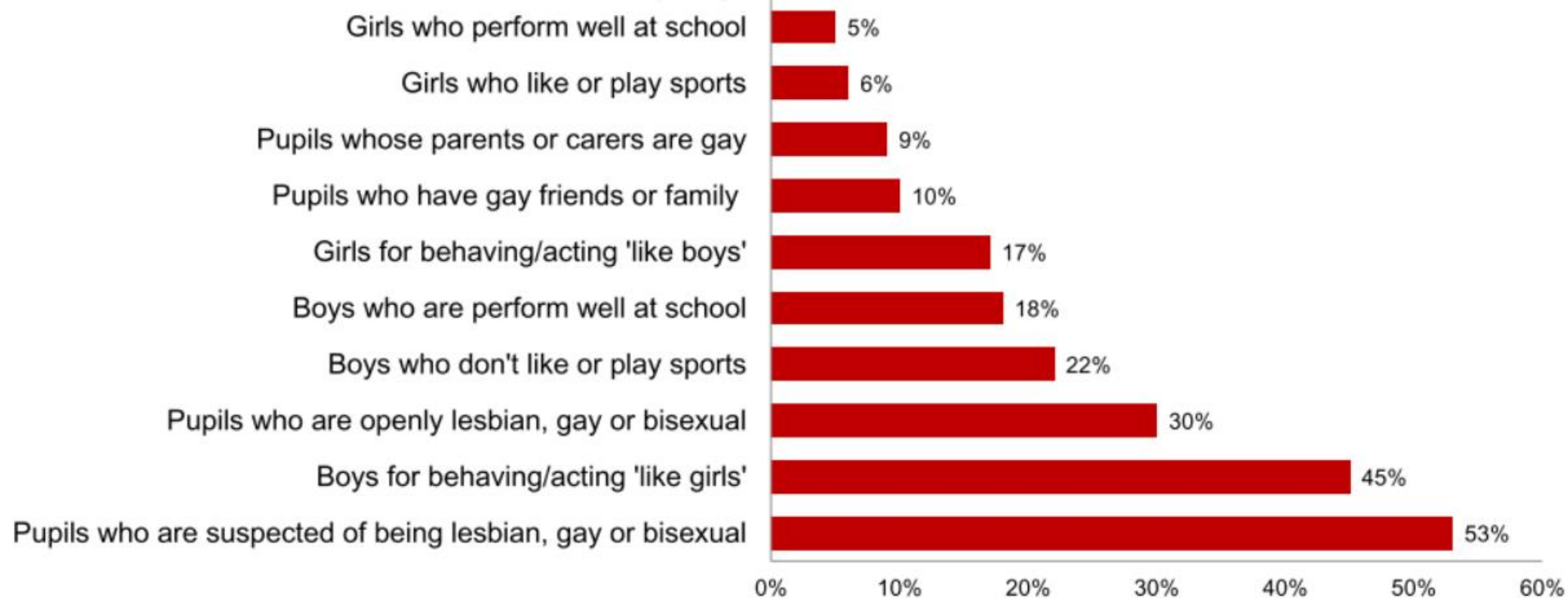
Almost half (45 per cent) of primary school teachers say children in their schools experience homophobic bullying

Seven in ten (70 per cent) primary school teachers hear homophobic language in school

More than eight in ten (86 per cent) have had no specific training to prevent and tackle homophobic bullying

PRIMARY & SECONDARY SCHOOL RESEARCH

Who experiences homophobic bullying?



WHY THIS WORK IS IMPORTANT

What's the impact?

Nearly one in five (22 per cent) lesbian, gay and bisexual young people have tried to complete suicide at some point.

More than two in five (45 per cent) of trans young people have tried to complete suicide

More than three in five (61 per cent) of LGB young people and **more than four in five** (84 per cent) of trans young people have deliberately self harmed.



OFSTED



Education Inspection Framework (2019)

- “16. Inspectors will assess the extent to which the provider complies with the relevant legal duties as set out in the Equality Act 2010, including, where relevant, the Public Sector Equality Duty and the Human Rights Act 1998.”
- Inspectors will look at **behaviour and attitude**, including whether there is a ‘**positive and respectful culture**’ and where ‘**bullying and discrimination is not tolerated**’.
- Inspectors will look at **personal development**, evaluating ‘the extent to which the provider prepares learners for life in modern Britain by... developing their **understanding and appreciation of diversity**’ and ‘celebrating what we have in common and **promoting respect for the different protected characteristics as defined in law**’.
- Inspectors will look at **leadership and management**, including checking that leaders ‘have a clear and ambitious vision for providing high-quality, **inclusive education and training**’ and checking that ‘those with responsibility for governance ensure that the provider fulfils its **statutory duties, for example under the Equality Act 2010**’.



ISI – Excellent (Grade 1)

Quality of Pupils' Personal Development will include:

- a) **The spiritual, moral, social and cultural development of pupils:** the extent to which pupils have a sense of right and wrong, how pupils treat all members of the school community, the school ethos and how the school models British values, whether staff and students support civic events like Anti-Bullying week and LGBT History month and whether students understand their role in tackling discrimination and prejudice
- b) **The contribution of arrangements for pastoral care:** the extent to which pastoral leaders track and manage pupil wellbeing, create a supportive environment, provide inclusive PSHEE lessons. The rates of bullying and harassment incidents both in and out of school and cyber bullying and how these are dealt with. Pupils may be interviewed and asked about their experiences of bullying and how staff have responded to these
- c) **The contribution of arrangements for welfare, health and safety:** Whether policies meet legal requirements, whether the physical and emotional needs of pupils are met

LGBT history month is February

Pride is June (LGBTQ is celebrated)

Can these be added to our assembly themes? [Stonewall LGBTQ resources](#) [Anti bullying week resources](#)



What does HBT language sound like?

Have you heard any of these?

Homophobic: *'This homework's so gay'*

Biphobic: *'Make your mind up, you can't like boys and girls'*

Transphobic: *'That hair makes you look like a right tranny'*

.....: *'Stop being such a girl'*



Tackling HBT Language

Creating a school script

Question what the pupil said

'What did you just say?' 'Can you repeat what you just said to X?' 'You just called X. Why did you use that word?'

Explain what the word/s they said mean

'Gay means when two men or two women are in love with each other.'

Link to school values

'Our school motto is 'Kindness, Creativity and Respect'. Do you think what you just said was kind?'

Put it into a personal context

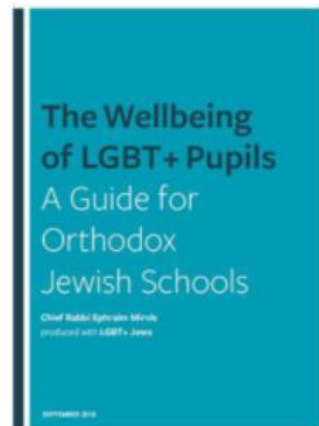
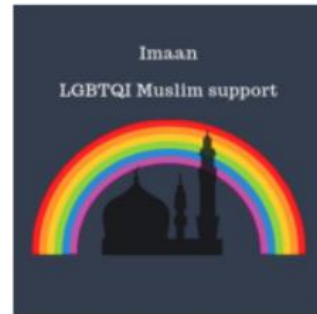
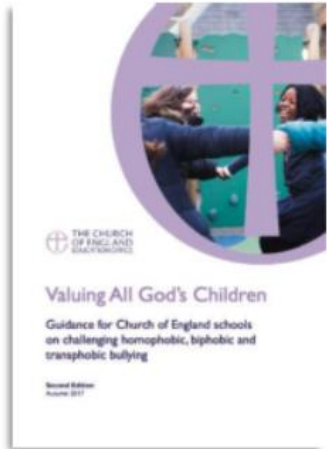
'How would you feel if you had a friend who was gay and you heard somebody using that word?'

PRIMARY RSHE LESSON CONTENT

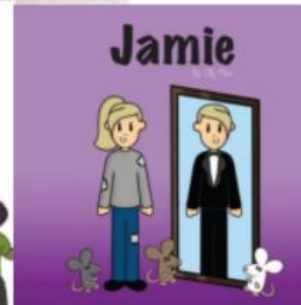
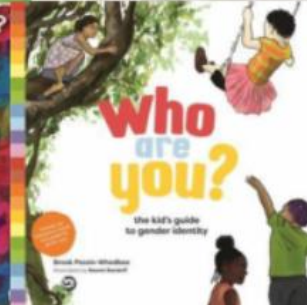
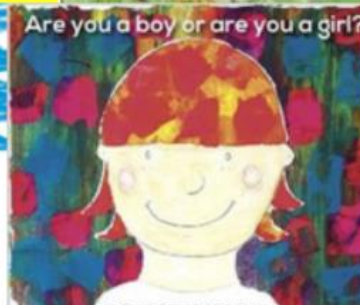
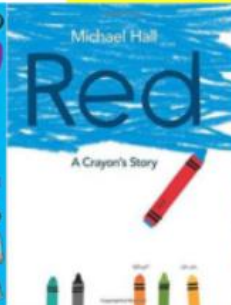
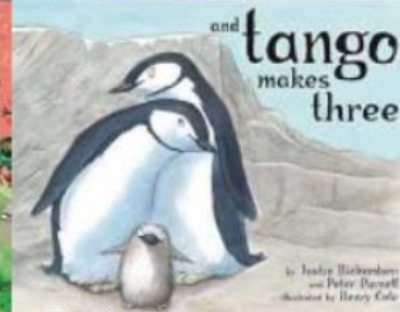
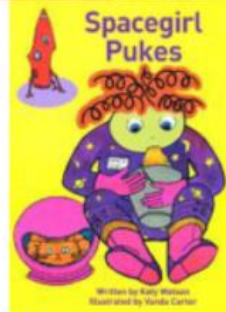
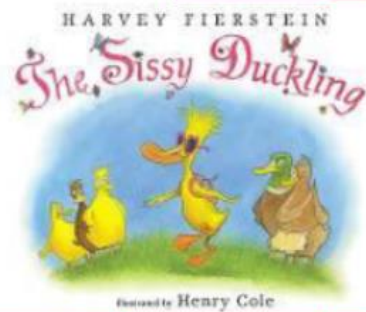
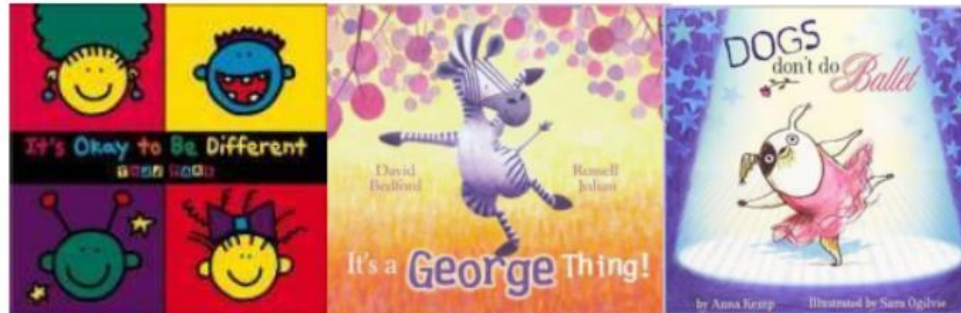
- In a lesson on families, read a story as a class that includes families with two mums or two dads (e.g. *And Tango Makes Three*; *The Family Book*). Talk about the things that families have in common, such as care and respect. Talk about how everybody's family is important.
- In a lesson on healthy friendships, talk about what makes a good friend and explore the idea of tackling gender stereotypes, tackling HBT bullying and celebrating difference in our friendships. Use books like *It's Okay To Be Different*, *Bill's New Frock* or videos like *Jake's Story* in FREE (for Stonewall members).
- In a lesson on physical health and the different ways we can enjoy moving our bodies, use LGBT athletes as role models. Share short biographies or fact files about the athletes – e.g. 'Tom Daley is an Olympic diver. He and his husband live in London and have one son'.



Faith and LGBT Inclusion

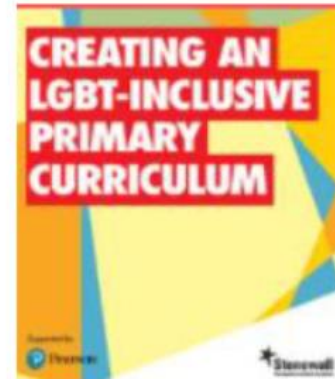
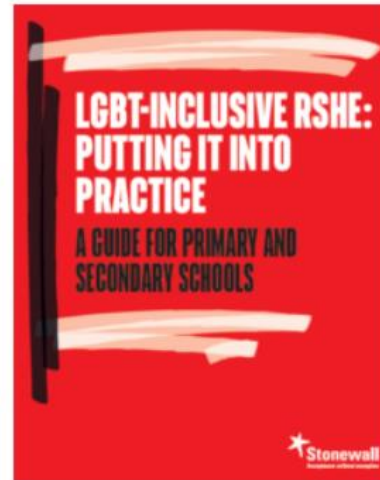


Story books



Activate Window

Primary resources



"I am a dad to two girls, aged 4 and 6 and we play, argue, laugh and generally spend time together. We do cool stuff and mundane stuff, have good days and not so good ones and I adore that we all know each other the better for it." **ALEX DALTON**

GENDER STEREOTYPES WON'T HOLD US BACK.



"I'm CEO of a company that runs science, technology, engineering and maths related events for young women across the UK & Ireland. I chose this profession because I'm very creative and love solving problems using technology!" **ANNE-MARIE IMAFIDON MBE**

GENDER STEREOTYPES WON'T HOLD US BACK.



"I've never let gender stereotypes stop me from following my ambition, motorsport is one of the few sports where men and women compete equally, there's no separation based on gender. We all have things we dream of doing, and they often get parked and forgotten about... racing means so much more to me than just driving a car fast, it's about who I am, and what that means." **CHARLIE MARTIN**

GENDER STEREOTYPES WON'T HOLD US BACK.

Downloaded some of these and put in PSHCE/RSE tile

